

McDonald Road Elementary

532 McDonald Road
Georgetown, South Carolina 29440

Grades	PK-5 Elementary School	
Enrollment	472 Students	
Principal	Miriam R. Daniels	843-527-3485
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	51	59	3

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Average	Yes
2005	Average	Below Average	No

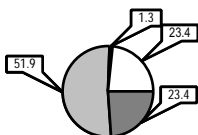
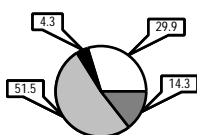
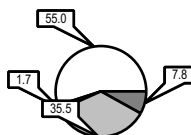
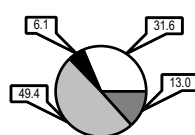
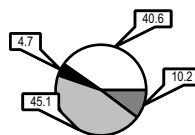
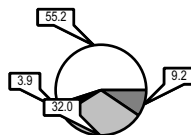
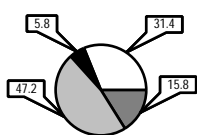
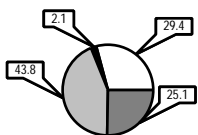
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	256	99.2	21.9	51.5	23.2	3.4	35.6	Yes	Yes
Gender									
Male	139	98.6	26.2	48.4	22.2	3.2	34.1		
Female	117	100.0	16.8	55.1	24.3	3.7	37.4		
Racial/Ethnic Group									
White	87	98.9	15.8	48.7	31.6	3.9	46.1	Yes	Yes
African American	164	99.4	24.7	53.2	18.8	3.2	30.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	196	100.0	16.4	54.8	27.1	1.7	42.4		
Disabled	60	96.7	39.3	41.1	10.7	8.9	14.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	256	99.2	21.9	51.5	23.2	3.4	35.6		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	99.2	21.6	51.9	22.9	3.5	35.5		
Socio-Economic Status									
Subsidized meals	212	99.5	24.1	50.3	23.0	2.6	33.0	Yes	Yes
Full-pay meals	44	97.7	11.9	57.1	23.8	7.1	47.6		

Mathematics – State Performance Objective = 36.7%									
All Students	256	99.6	28.6	50.9	14.1	6.4	36.3	Yes	Yes
Gender									
Male	139	99.3	27.6	52.0	14.2	6.3	37.8		
Female	117	100.0	29.9	49.5	14.0	6.5	34.6		
Racial/Ethnic Group									
White	87	100.0	11.7	57.1	24.7	6.5	50.6	Yes	Yes
African American	164	99.4	36.4	48.7	9.1	5.8	29.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	196	100.0	18.1	59.9	16.4	5.6	42.4		
Disabled	60	98.3	61.4	22.8	7.0	8.8	17.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	256	99.6	28.6	50.9	14.1	6.4	36.3		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	99.6	28.4	51.3	14.2	6.0	36.2		
Socio-Economic Status									
Subsidized meals	212	99.5	29.8	50.8	13.1	6.3	35.1	Yes	Yes
Full-pay meals	44	100.0	23.3	51.2	18.6	7.0	41.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	256	98.8	53.0	35.8	7.8	3.4	11.2
Gender							
Male	139	97.8	46.4	39.2	10.4	4.0	14.4
Female	117	100.0	60.7	31.8	4.7	2.8	7.5
Racial/Ethnic Group							
White	87	98.9	30.3	52.6	14.5	2.6	17.1
African American	164	98.8	64.1	27.5	4.6	3.9	8.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	196	100.0	45.2	44.1	8.5	2.3	10.7
Disabled	60	95.0	78.2	9.1	5.5	7.3	12.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	98.8	53.0	35.8	7.8	3.4	11.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	98.8	53.0	35.7	7.8	3.5	11.3
Socio-Economic Status							
Subsidized meals	212	98.6	54.0	35.4	6.9	3.7	10.6
Full-pay meals	44	100.0	48.8	37.2	11.6	2.3	14.0

Social Studies							
All Students	256	98.8	29.7	49.1	13.4	7.8	21.1
Gender							
Male	139	97.8	28.0	48.8	14.4	8.8	23.2
Female	117	100.0	31.8	49.5	12.1	6.5	18.7
Racial/Ethnic Group							
White	87	98.9	15.8	55.3	17.1	11.8	28.9
African American	164	98.8	35.9	46.4	11.8	5.9	17.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	196	100.0	22.0	54.8	16.4	6.8	23.2
Disabled	60	95.0	54.5	30.9	3.6	10.9	14.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	98.8	29.7	49.1	13.4	7.8	21.1
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	98.8	29.6	49.1	13.5	7.8	21.3
Socio-Economic Status							
Subsidized meals	212	98.6	32.8	48.1	12.7	6.3	19.0
Full-pay meals	44	100.0	16.3	53.5	16.3	14.0	30.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	77	100.0	16.0	48.0	34.7	1.3	36.0
	4	74	100.0	27.0	50.0	21.6	1.4	23.0
	5	90	98.9	17.9	54.8	27.4	N/A	27.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	91	98.9	6.2	45.7	44.4	3.7	48.1
	4	86	100.0	31.1	55.4	13.5	0.0	13.5
	5	79	98.7	31.5	57.5	11.0	0.0	11.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	77	100.0	26.7	60.0	12.0	1.3	13.3
	4	74	100.0	31.1	36.5	25.7	6.8	32.4
	5	90	98.9	15.5	63.1	11.9	9.5	21.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	91	100.0	25.6	59.8	11.0	3.7	14.6
	4	86	100.0	37.8	41.9	16.2	4.1	20.3
	5	79	98.7	24.7	53.4	16.4	5.5	21.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	91	97.8	53.8	36.3	10.0	0.0	10.0
	4	86	100.0	62.2	28.4	9.5	0.0	9.5
	5	79	98.7	46.6	43.8	4.1	5.5	9.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	91	97.8	22.5	55.0	15.0	7.5	22.5
	4	86	100.0	36.5	47.3	10.8	5.4	16.2
	5	79	98.7	32.9	47.9	13.7	5.5	19.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 472)				
First graders who attended full-day kindergarten	88.9%	Down from 98.5%	100.0%	100.0%
Retention rate	3.7%	Up from 3.1%	4.1%	3.0%
Attendance rate	95.5%	Down from 96.2%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.2%	Up from 12.1%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.6%	Down from 9.2%	3.8%	3.2%
Eligible for gifted and talented	5.9%	Down from 11.4%	6.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.7%	Up from 13.7%	8.0%	8.2%
Older than usual for grade	2.3%	Down from 2.5%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 47)				
Teachers with advanced degrees	59.6%	Up from 54.9%	50.0%	52.6%
Continuing contract teachers	93.6%	Down from 98.0%	80.9%	83.3%
Highly qualified teachers	97.7%	Up from 92.3%	92.9%	93.5%
Teachers with emergency or provisional certificates	2.2%	Up from 0.0%	2.5%	0.0%
Teachers returning from previous year	92.9%	Down from 93.3%	83.9%	87.0%
Teacher attendance rate	94.2%	Down from 94.6%	94.9%	95.0%
Average teacher salary	\$43,534	Up 4.9%	\$40,675	\$41,703
Prof. development days/teacher	12.6 days	Down from 17.1 days	12.7 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 14.5 to 1	17.3 to 1	18.8 to 1
Prime instructional time	88.9%	Down from 89.6%	89.1%	89.8%
Dollars spent per pupil*	\$9,581	Up 7.3%	\$6,865	\$6,242
Percent of expenditures for teacher salaries*	65.2%	Up from 61.8%	64.5%	65.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	Up from 95.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	95.0%		89.4%	
Highly qualified teachers in high poverty schools	95.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Seagull staff provided challenging and collaborative learning opportunities for all of our students. Students were exposed to the South Carolina Learner Standards from the Georgetown County Teaching Learning System. Our school continued with the Measures of Academic Progress (MAP) testing system, which helps teachers monitor growth in student achievement over time, monitor the progress of all students toward state and district standards, and provides instructional focus. Grade level planning led to the development of integrated units of instruction that are based on standards rather than isolated skill objectives. All grades participated in Data Works to determine if instruction was on grade level and connected to the SC State Standards. Students identified as below basic, below grade level, and/or having classroom difficulties were issued an academic plan, given access to Wednesday's (RPP) Retention Prevention Program and Thursday's (POP) Progress on PACT. We continued with LEAP Frog (Literacy Enhancement for Academic Progress), SOAR to Success Literacy, SC Reading Initiative strategies, Everyday Mathematics, daily math challenges & book talk on McTV, Light Span, Computer Assisted Instruction Lab and diverse programs for Exceptional Children. McDonald hosts programs such as Rotary Readers (which brings Rotary Club members into the classroom to read stories and share books), parent volunteers, business partnerships, Wal Mart, High Performance Partnership with Sun Bank, 4-H Programs, Teacher Cadets with GHS, Boy & Girl Scouts, Character Education in cooperation with the city of Georgetown (Character First), Habitat for Humanity, mental health counselors, Project Ministries Homework Center, Governor's Citizenship and Reading Initiative, March of Dimes, United Way, SID Foundation, and Ronald McDonald House Tab collection. We continued our parenting room that contains information on parenting and is supervised by a Parenting Coordinator. The Parent Teacher Organization sponsored successful fund raising events that purchased a new information sign and provided bicycles for the top Accelerated Readers.

To give students incentives for learning, Success Day was held at the end of each nine-week grading period, recognizing academics, attendance, attitude, citizenship, character, Accelerated Reader success and Most Improved.

McDonald Elementary School is a community of learning where we work with home and community to establish lifelong learners by nurturing, guiding, and challenging all of our students to achieve their maximum potential as productive citizens. We are developing our best resources ... OUR CHILDREN!

Miriam R. Daniels (Principal)
Kara Merritt (Chairman)

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	74	62
Percent satisfied with learning environment	100.0%	93.2%	90.0%
Percent satisfied with social and physical environment	95.8%	94.6%	90.2%
Percent satisfied with school-home relations	83.3%	90.4%	85.0%

*Only students at the highest elementary school grade level at this school and their parents were included.